

**Garretson School District Improvement/Progress Report Form**

<b>Principle: 3 Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <b>In 3 out of 4 files of transition age students, no prior notice consent for a transition evaluation was seen.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <b>The prior notice for evaluation must include prior notice for a transition evaluation when it is required</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  The district will ensure that all prior notices of transition age students will include consent for a transition evaluation.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district administration will in-service the special education staff on IEP transition requirements.  What data will be given to SEP to verify this objective? Meeting agendas and attendance.	<b>Sept. 17, 2005, and ongoing</b>	<b>District Administration and Special Education Staff</b>	<b>Met 8-23-05</b>	
Please explain the data (6 month) Special Ed. Staff and Elementary Principal met with DOE Special Services representative on Aug. 23, 2005.				
Please explain the data (12 month)				

6 month reporting date 1/13/06

Closed 9/08/05

2. What will the district do to improve? District Administration will review a minimum of 2 prior notices looking for evidence of consent for a transition evaluation.  What data will be given to SEP to verify this objective? Documentation will be submitted to the SEP of the number checked and verification that transition was addressed.			<b>Met 8-23-05</b>	
Please explain the data (6 month) Garretson School District administration has reviewed 2 transition IEP's and have found evidence of transition consent for evaluation addressed in both. Special Ed. Staff and Elementary Principal met with DOE Special Services representative on Aug. 23, 2005 to discuss transition process.				
Please explain the data (12 month)				

<b>Principle: 5 – Individualized Education Program</b>
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <b>In six out of twenty-five files reviewed, the present levels of performance were not linked to functional information gathered during the evaluation process and functional evaluation information was not linked to the general curriculum.</b>
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <b>The present levels of performance must be linked to functional information during the evaluation process and functional evaluation information must be linked to the general curriculum.</b>
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>The district will ensure that all present levels of performance are linked to functional information gathered during the evaluation process and that functional evaluation information is linked to the general curriculum.</b>

6 month reporting date 1/13/06

Closed 9/08/05

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district administration will in-service the special education staff on functional assessments and how they relate to the general curriculum.  What data will be given to SEP to verify this objective? Meeting agenda and attendance.	<b>Sept. 17, 2005, and ongoing.</b>	<b>District Administration and Special Education Staff</b>	<b>Met 8-23-05</b>	
Please explain the data (6 month) Special Ed. Staff and Elementary Principal met with DOE Special Services representative on Aug. 23, 2005.				
Please explain the data (12 month)				
2. What will the district do to improve? The administration will review a minimum of 1 present level of performance form from each special education staff.  What data will be given to SEP to verify this objective? Documentation will be submitted to the SEP of the number of IEP's checked and the percentage that had present levels linked to functional assessment and the general curriculum.			<b>Met 9-08-05</b>	
Please explain the data (6 month) Garretson School District Administration reviewed 1 IEP from each special education teacher and verified on 100% of the IEP's checked that present levels were linked to functional assessment and the general curriculum.				
Please explain the data (12 month)				

**Principle: 5 – Individualized Education Program**

6 month reporting date 1/13/06

Closed 9/08/05

<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <b>In seven files reviewed, the focus of the justification statement was on what the student needed to do, rather than on accepting a particular placement in which services are provided.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <b>The placement committee will provide a written description of the options considered and the reasons why options were accepted or rejected for each placement alternative considered for the student. The focus will be on the reason for accepting a particular placement in which services are provided, rather than on what the student needed to do.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>The district will ensure that all IEP justification statements will include an explanation of the extent to which the student will not participate with non-disabled students in the regular classroom and in extra-curricular and non-academic activities.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district administration will in-service the special education staff on writing justification statements for IEP's.  What data will be given to SEP to verify this objective? Meeting agenda and attendance.	<b>Sept. 17, 2005, and ongoing.</b>	<b>District Administration and Special Education Staff</b>	<b>Met 8-23-05</b>	
Please explain the data (6 month) Special Ed. Staff and Elementary Principal met with DOE Special Services representative on Aug. 23, 2005 and discussed writing justification statements.				
Please explain the data (12 month)				

6 month reporting date 1/13/06

Closed 9/08/05

2. What will the district do to improve? Administration will review a minimum of 1 IEP justification statement from each special education staff.  What data will be given to SEP to verify this objective? Documentation will be submitted to the SEP of the number checked and the percentage of IEP's that had proper justification statements.	<b>Sept. 17, 2005, and ongoing.</b>	<b>District Administration and Special Education Staff</b>	<b>Met 9-08-05</b>	
Please explain the data (6 month) Garretson School District administration checked 1 IEP from each special education teacher to verify that proper justification statements were written. 100% of the IEP's checked were in compliance.				
Please explain the data (12 month)				

**Principle: 5 Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)  
**In seven files containing related services, the location for services was identified as occurring in two locations, either the classroom or the therapy room.**

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
**The location for special education and related services must be identified as occurring in only one location.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
**The district will ensure that IEP descriptions of special education and related service locations will be listed as occurring in one place.**

6 month reporting date 1/13/06

Closed 9/08/05

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The administration will in-service the special education staff on the proper procedures for writing service locations for special education and related services.  What data will be given to SEP to verify this objective? Meeting agenda and attendance	<b>Sept. 17, 2005, and ongoing.</b>	<b>Administration and Special Education Staff</b>	<b>Met 8-23-05</b>	
Please explain the data (6 month) Special Ed. Staff and Elementary Principal met with DOE Special Services representative on Aug. 23, 2005 to discuss proper procedures for writing service locations for special education and related services.				
Please explain the data (12 month)				
2. What will the district do to improve? Administration will review a minimum of one IEP related to special education and related services from each special education staff.  What data will be given to SEP to verify this objective? Documentation will be submitted to the SEP of the number of IEP's checked and the percentage of IEP's that had related service options listed correctly.	<b>Sept. 17, 2005, and ongoing.</b>	<b>Administration and Special Education Staff</b>	<b>Met 9-08-05</b>	
Please explain the data (6 month) Garretson School District administration reviewed one IEP from each special education teacher. 100% of the IEP's checked had related services listed correctly.				
Please explain the data (12 month)				

6 month reporting date 1/13/06

Closed 9/08/05

**Principle: 5 Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**In two files reviewed there was no prior notice for a meeting to determine the need for ESY, and there was no documentation that the meeting took place. In two other files the need for ESY was not addressed. In all, eight out of 25 files had deficiencies and how ESY was addressed. These included no information about plan, goal numbers etc.**

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The need for extended school year services must be addressed each year for all students eligible for special education.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**The district will ensure that ESY services are addressed on an individual basis for all students on IEP's.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date objective is met

**12 month progress**  
Record date objective is met

1. What will the district do to improve? Administration will in-service special education staff on proper ESY procedures and documentation.

**September 17, 2005 and ongoing**

**Administration and Special Education Staff**

**Met 8-23-05**

What data will be given to SEP to verify this objective?  
Meeting agenda and attendance.

Please explain the data (6 month) Special Ed. Staff and Elementary Principal met with DOE Special Services representative on Aug. 23, 2005 to discuss ESY procedures and documentation.

Please explain the data (12 month)

6 month reporting date 1/13/06

Closed 9/08/05

<p>2. What will the district do to improve? Administration will review a minimum of one IEP from each special education staff with specific regards to ESY documentation.</p> <p>What data will be given to SEP to verify this objective? Documentation of the number of IEP's checked and the percentage of IEP's with correct ESY documentation will be sent to the SEP.</p>	<b>September 17, 2005 and ongoing</b>	<b>Administration and Special Education Staff</b>	<b>Met 9-08-05</b>	
<p>Please explain the data (6 month) Garretson School District administration checked one IEP from each special education teacher. 100% of the IEP's checked had proper ESY documentation.</p>				
<p>Please explain the data (12 month)</p>				